TRAINING MOTIVATION AT KOLEJ-POLYTECH MARA KUANTAN

By

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Thesis Submitted to

Othman Yeop Abdullah Graduate School of Business,

Universiti Utara Malaysia,

In Fulfillment of the Requirement for the Degree of Master of Philosophy

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ABSTRAK

Kajian ini menguji hubungan antara keyakinan individu, kesetiaan kepada organisasi dan penglibatan terhada kerja dan motivasi terhadap progam latihan. Kaedah di Kolej Poly-Tech Mara (KPTM) Kuantan. Kaedah soal selidik digunakan dan sampel kajian terdiri daripada pekerja KPTM Kuantan. 120 orang pekerja dipilih bagi mengumpul data yang diperlukan. Keputusan kajian menunjukkan bahawa hubungan wujud diantara keyakinan diri dan motivasi terhadap progam latihan. Namun, tiada hubungan dapat dikesan diantara , kesetiaan kepada organisasi dan penglibatan terhada kerja dan motivasi terhadap progam latihan

ABSTRACT

The main purpose of this study is to examine the relationships between self-efficacy, organizational commitment and job involvement with training motivation at Kolej Poly-Tech MARA (KPTM) Kuantan. Survey methodology was used and samples were taken from KPTM Kuantan employees. Data were collected from 120 employees to gather the data. The study showed that there is relationship between self-efficacy and training motivation. Nevertheless, job involvement and organizational commitment do not have a relationship with training motivation at KPTM Kuantan.

ACKNOWLEDGMENT

I would like to express my sincere gratitude to all the Universiti Utara Malaysia'a lecturers who were involved in my master degree's program. All the useful knowledge and information from them have enhanced my knowledge in the subject matter of Human Resource Managemen. My special appreciation extends to my supervisor, Puan Norizan Haji Azizan for her willingness to supervise my project paper and provide her guidance along the way

Many thanks to my colleagues Ahmad Hadi, Masliza, Syarifah and Wahida, classmates and friends, for giving me all kind support, motivation and inspiration for the past two years. Last but not least, I would like to express my thankfulness to my family especially my parents, Razmah Binti Muhammad and Mokhtar Bin Othman Palil and my siblings for giving me extraordinary support at home that helped me finish master program. My special gratitude is extended to the loving memory of my late father Ahmad Giran Bin Darlan who gave me strength and the thoughtfulness in everything that I do.

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CHAPTER 1

1.0 INTRODUCTION

Training is the process of providing employees with specific skills or helping them correct deficiencies in their performance (David, 2010). A fundamental objective of training is the elimination or improvement of performance problems. To be successful, a training program must have clear stated and realistic goals (David, 2010).

The importance of training effectiveness has long been recognized as a crucial issue for organizations (Ford, 1997). One key determinant of training effectiveness is an individual's level of training motivation (Mathieu and Martineau, 1997).

Previous studies had concentrated more on training effectiveness (Powell, K. S. & Yalcin, 2010), training needs analysis (Nicholas, 2003) and (Muhammad & Rashid, 2011). Not many research attempted to investigate the factor influence that training motivation. As such, this study was designed to investigate the factors that influence training motivation at Kolej Poly-Tech MARA (KPTM) Kuantan. This study will provide a practical value for the management and other practice involve in training.

1.1 BACKGROUND OF KOLEJ POLY-TECH MARA (KPTM)

Kolej Poly-Tech MARA (KPTM), formerly known as Kolej Yayasan Pelajaran MARA (KYPM) was established as a private higher educational institution under the Private Higher Educational Institutions Act 1996 (Act 555) in September 2003. Managed by Kolej Poly-Tech MARA Sdn. Bhd., a wholly owned subsidiary of Majlis Amanah Rakyat (MARA), KPTM offers a wide range of educational opportunities in the field of information technology, computer science, accounting, business management, engineering and health sciences.

KPTM's existing strength was built through its excellent track record and the merging of 2 MARA's renowned institutions i.e. Kolej Yayasan Pelajaran MARA (KYPM) and Akademi Infotech MARA (AIM). KPTM has grown to be among the biggest Bumiputra private educational institution with more than 12,500 full time students spread over 7 campuses in Kuala Lumpur as the main campus and branches in Bangi, Kuantan, Kota Bharu, Alor Setar, Ipoh and Batu Pahat.

KPTM also established local collaboration with the public and private universities such as Universiti Teknologi MARA (1994), Universiti Putra Malaysia (1995), Universiti Malaya (1995), Universiti Kebangsaan Malaysia (1996), Universiti Sains Malaysia (1996), Universiti Multimedia (1998), Universiti Utara Malaysia and also the Matriculation Centre, Ministry of Education Malaysia (1999) (http://www.kptm.edu.my/).

1.2 PROBLEM STATEMENT

Many organizations invest in training because they believe training will enhance employee's performance and motivation. Kolej Poly-Tech MARA Kuantan (KPTM) is not exempted devote in training and development for the sake of human capital in an organization. Successful training program require a huge motivation from trainees to focus what should be done and behave during program. High or low motivation affects the employee's perception on the training program that becomes a crucial part in organizational development.

Unfortunately if the employees perceive that training is not matter for their sake, it will be a dangerous for organization as a whole. It is therefore affect transfer of learning towards the employees during training program as Raja (2011), calculated that only 10 % of learning in training is implemented on job.

Bad for employee's perceptions on training normally drive them to be not interested on training and will affect learning transfer. This problem becomes a major part of the training effectiveness. Motivation to transfer is influenced by the perception of relevancy of training with job description and opportunities of using knowledge on job (Raja, 2011). It is therefore imperative for organizations to design their training program in such a strategic way that improve the transfer of training (Saks and Belcourt, 2006).

The needs of study training motivation also base on previous research according to Colquitt (2000) suggested that even if trainees possess the ability to learn the content of the course, they might fail to benefit from training because of low motivation. This paper will reveal factors that influence training motivation at KPTM as it divide into training motivation (dependent variable) with self-efficacy, organizational commitment and job involvement (independent variable)

1.3 RESEARCH QUESTION

This research is conducted to examine the relationship of the independent variables, which are self-efficacy, job involvement and organizational commitment with dependent variable of training motivation at KPTM Kuantan. The following questions are proposed:

1.3.1 Does self-efficacy affect the training motivation among KPTM staff?

1.3.2 Does organizational commitment influence the training motivation of KPTM staff?

1.3.3 Does job involvement influence training motivation of KPTM staff?

1.4 RESEARCH OBJECTIVE

The objective of the research was to study the factors that influenced training motivation among academic and non academic staff specifically the objective are followed:

a) To examine the relationship between self-efficacy and training motivation.

b) To analyze the influence of level of job involvement and training motivation.

c) To determine whether organizational commitment affect training motivation

1.5 SIGNIFICANCE OF THE STUDY

This study is primarily concern on developing training which is recognized as critical for organization to equip their human capital with the necessary knowledge, skills and abilities to perform their job effectively. The result of this research may assist organization, HR professionals in particular, to consider another perspective of strategize the training program based upon the individual needs to develop the organization.

In addition it is aimed to contribute the ways for business leader and HR professionals to improve efficiency, effectiveness and improve business result. There are many ways of training motivation will provide positive impact towards the organization.

Training motivation helps KPTM Kuantan to build up human capital for the sake of organization. The commitment among employees in training program will help them perform their works effectively hence become strong human capitals for the organization. The cultural of motivation for learning and life long learning will then benefit towards organization itself. According to Lee & Yu (2004), the strength with which the cultural values are held among employees is then taken to be a predictor of future organizational performance, usually financial

Besides that KPTM Kuantan might use this study as an indicator to increase staff performance. Training motivation can be considered as reaching organizational goal and will be as an indicator to increase organization productivity. Up to this point, it is evident that there is a strong linkage between HRM practices and organizational performance (Sahinidis & Bouris, 2008).

According to Harrison (2000), learning (triggered by training) is a variable that may have a positive effect on organizational performance and is considered to be a key element to the attainment of organizational goals. Organizational performance is measured on the three key elements in the organization comprise of financial performance, product market performance and shareholder performance.

Lastly this study will help KPTM to strengthen compensation system. Work given to the employees will be assessed by the end of the year in order to align with the compensation system. Each of employees will be compensated differently depends on the performance for the whole year. The level of performance of employees relies not only on their actual skills but also on the level of motivation each person exhibits (Burney et al., 2007). The motivation will not limit to a particular job or task, but any training program designed by the company. Training provided is aimed to help the employees to improvise their knowledge and ability to perform the job and motivation will add more value in the training. It has been suggested that such training not only helps organizations to create a more adaptable and efficient workforce, but also has financial benefits (K. Skylar Powell & Yalcin, 2010)

1.6 DEFINITION OF KEY TERM

There are several terminology used in this study related to three factors influence the motivation among KPTM staff to go for training.

1.6.1 TRAINING MOTIVATION

Learning motivation can be defined as a specific desire of learner to learn the content of a training program (Noe, 1986).

1.6.2 SELF-EFFICACY

According to Bandura (1997) self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. Matthias Jerusalem & Hessling (2009) stated general self-efficacy comprising all areas of life refers to an overall feeling of optimism about ones ability to cope with a variety of difficult demands in life.

1.6.3 ORGANIZATIONAL COMMITMENT

Organizational commitment has been defined generally as the relative strength of an individual's identification with an involvement in an organization (Mowday, Porter and Steers, 1982). According to Pool & Pool (2007), Organizational commitment reflects the

extent an individual identifies with an organization and committed to its organizational goals

1.6.4 JOB INVOLVEMENT

Job involvement is conceptualized as a cognitive state of psychological identification with the job which, in turn, depends on the satisfying potentialities of the job (Kanungo, 1982). Other researcher has defined as Job involvement as the extent to which individuals identify psychologically with work or the importance of work to the total self-image (Lodahl and Kejner, 1965)

1.7 SCOPE OF THE STUDY

This study will focus on lecturer and supporting staff in KPTM. The factors of training motivation are measured and limited to self-efficacy, job involvement and organizational commitment. There are some other factors influencing training motivations which are not included in this study, for instance demography, career planning, attitude, job performance and environmental factors.

1.8 LIMITATION

Among the obstacles faced in conducting this study is there are many other branches of KPTM in Malaysia. However this study conducted only in KPTM Kuantan where training motivation results only represent the employees working in Kuantan. This limitation

occurred due to the high cost incurred if the intention to do to all branches. Other study need to be conducted in other branches as it can be a strong evidence representing KPTM SDN BHD.

1.9 ORGANIZATION OF THE CHAPTER

This is the first chapter out of five for project paper which has presented the background of the study as an introduction, describes the problem statements, research questions, research objective and the significance of study.

Chapter 2 will focus on the literature review on training motivation as dependent variable with the independent variable comprise of self – efficacy, job involvement and organizational commitment research findings by other researchers.

Chapter 3 presents the methods of the study, which are the research design and procedure. The chapter mentions the selection of the respondents, sample types and size, the development of the questionnaire for the research and data collection procedure. Chapter 3 ends with a brief description of the strategies and procedure that were used to analyzed data collection from the survey.

Chapter 4 discusses the interpretation of research findings. There are reports of the descriptive statistical analysis. The results are summarized in a number of tables to facilitate interpretation.

Chapter 5, the final chapter, discusses the interpretation of the research of the research findings from the study. The findings are then compared to past research findings that were reviewed in chapter 2. This chapter will be concluded with discussion and suggestion for future research.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter reviews the related literature about the research problem as a foundation for developing a theoretical framework to be tested in this research. This chapter is divided into three main sections which are the review of related terms such as training motivation, self-efficacy, job involvement and organizational commitment. It will also discuss the relationship between dependent and independent variables as well as the research framework and conclusion.

This chapter is generally concern about variables of the study which are training motivation, self-efficacy, organizational commitment and job involvement. Those variables are supported by several articles, literature and other sources related to the topic discussed. Further explanations will be discussed on each independent and dependent variables.

2.1 VARIABLES IN THE STUDY

2.1.1 TRAINING MOTIVATION

Training plays a critical role as a tool to educate people in an organization on knowledge, skill and ability acquired by the employees to perform the job. Issue arises in training, where the employees should be in a high motivation towards the training attached.

Frequent problem occurs where, the employees attending training but they are lacking of motivation. Thus it is a limitation that requires them with extraordinary effort to learn in the training environment and gain what they are supposed to learn.

A number of scholars have called for more research on the antecedent of training motivation (Mathieu, Martineau & Tannenbaum 1993) .Colquitt, LePine & Noe, (2000) suggested that even if trainees possess the ability to learn the content of a course, they might fail to benefit from the training because of low motivation.

Siti & Shamsuddin, (2011), found that pre-training motivation is a significant predictor of attribution, in which without pre-training motivation, trainees are more likely to leave training midway. Studies have shown that motivation to learn is related to learning and completion of training program (Baldwin & Ford 1988) and is likely to have a direct impact on training outcomes (Colquitt, LePine, & Noe 2000).

There are several studies show training motivation will drive to training effectiveness. Siti Fardaniah, & Shamsuddin, (2011) stated, prior research still supports the notion that training motivation is an important factor that affects training effectiveness. Cheng and Ho (2001) reviewed studies conducted in the past decade and concluded that training motivation influences trainees' training performance and transfer outcomes.

Chiaburu & Tekleab (2005) also predicted that training motivation will be positively related to distal outcomes, such as training transfer, maintenance, and generalization. Other studies have also linked training motivation to training effectiveness, including learning and satisfaction (Guerrero and Sire, 2001), and the perceived knowledge and skill transfer (Cheng, 2000). Besides that, one key determinant of training effectiveness is an individual's level of training motivation. The more motivated the trainee, the more likely he or she is to reap the intended benefits from training experience (Facteau, 1995).

2.1.2 SELF-EFFICACY

Self-efficacy is a major component in Bandura's (1997) social learning theory and refers to one's belief in one's capability to perform a specific task. In his view, self-efficacy is a state of self-regulation according to which individuals develop self-disciplined behavior and seek to improve their performance (Al-Eisa, Furayyan, Alhemoud, 2009).

In many studies the concept of self-efficacy has been successfully applied to numerous situational demands and different action areas (Jerusalem & Hessling, 2009).Self efficacy should be monitored by the employees or superior of the employees as it can be unpredictable and dynamic whereas changes might occur over time. That is why self efficacy is adaptable to human resource development and management for performance improvement (Luthans & Peterson, 2002).

According to Noe and Wilk (1993), people who are persons high in training self-efficacy are likely to see themselves as capable of meeting the challenge to their present skills provided by training opportunities. That is, trainees with high self-efficacy will increase training motivation, and in turn will generate training effectiveness (Tai, 2006).

2.1.3 RELATIONSHIP BETWEEN SELF-EFFICACY AND TRAINING MOTIVATION

Individuals with substantial self-efficacy will have more training motivation to attend a training program and to learn more (Tai, 2006). Empirical studies have shown a positive relationship between self-efficacy and training motivation (Colquitt, 2000). The other studies conducted by Tracey (2001), self-efficacy was shown to be positively associated with training motivation. The training model by Judge and Bono (2001) indicated that self-efficacy positively influences motivation to learn.

Furthermore, in the training literature, self-efficacy has been shown to positively correlate with learning and training performance (Guerrero & Sire, 2001). There is a factor drive to training motivation. Tai (2006) confirms the importance of supervisors training framing which predicts the self-efficacy and training motivation of trainee, subsequently affects their reactions, learning and transfer motivation. Training motivation is impacted by an individual's self-efficacy, in regard to whether one can make judgments concerning the ability to successfully learn.

Those in training self-efficacy may be more likely to perceive training and education in more positive manner than those who are low in training self-efficacy (Noe & Wilk, 1993). Thus, this group who are high in training self-efficacy should be more motivated to engage in training activities than those persons who are not. In addition, training self-efficacy may affect training motivation through other mediating variables such as achievement motivation (Karl, 1993).

Besides that, training motivation can influence the willingness of an employee to attend the training program (Maurer & Tarulli, 1994), to exert energy toward the program (Ryman & Biersner, 1975), and to transfer what they learn in the program into the job (Baldwin & Ford, 1988). Adult learning theories (Knowles, 1984) postulated that adults will only learn what they feel a desire to learn.

2.1.4 ORGANIZATIONAL COMMITMENT

Organizational commitment has been studied extensively during the past three decade (Rowden, 1996). Porter et al. (1974) reported that organizational commitment to be a better predictor of turnover than job satisfaction. Beside that, working environment also becomes a factor toward organizational commitment. According to Pinsonneault and Boisvert (2001) working circumstances reveal the likelihood of an enhanced need in fostering employees' commitment to their organization.

Interest in work commitment continues to grow because of its potential benefits for organizations (Meyer and Maltin, 2010). Committed employees are characterized as loyal and productive members of organizations. Most commitment research to date has focused on understanding employees' commitment to an organization, its antecedents, correlations, and consequences of commitment (Mowday et al., 1979; Meyer et al., 2006). While other researches had been focused on the outcomes of organizational commitment, its proposed antecedents have been studied to an even greater degree. Research on personal characteristics has identified age and tenure as being related to organizational commitment (Morris and Sherman, 1981)

There are some benefits from organizational commitment towards the organization. Studies have found strong positive relationship between organizational commitment and desirable work outcomes, such as performance, adaptability and job satisfaction (Angel and Perry, 1981). Other studies have also found that organizational commitment to be a better predictor of turnover than job satisfaction. Some authors claim that satisfaction is an antecedent of commitment (William & Hazer, 1986).

2.1.5 RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND TRAINING MOTIVATION

In recent studies, organizational commitment is positively related to training motivation (Barrick and Mount, 1991). According to Tannenbaum et al. (1991), highly committed employees should be more motivated to engage in employer sponsored training programs

and to transfer the skill acquired in training back to the job context. Some companies work hard to recruit the best people and yet spend relatively little effort to retain them once hired (Cappelli, 2000).

There is evidence to show that benefits accrue to organizations that are committed to employee training (Wills, 1994). This suggests that reaction variables and situational variables (e.g. training attitudes) together fully mediate the relationship between organizational commitment and motivation to transfer.

2.1.6 JOB INVOLVEMENT

Job involvement is conceptualized as a cognitive state of psychological identification with the job which, in turn, depends on the needs satisfying potentialities of the job (Kanungo, 1982). Therefore, employee job involvement has been predicted to have a significant impact on numerous organizationally important outcomes.

Study by Birnbaum & Somers (1998), focusing on hospital employees, found a small, yet significant correlation between job commitment (e.g. job involvement) and citizenship behavior. Lassk et al. (2001) argued that occupation-specific measures of job involvement should be created, and developed a measure of ‘‘salesperson job involvement’’. Diefendorff et al. (2002) asserted that the positive effect of job involvement on job

performance might be found if a more construct valid measure of job involvement were employed

Regarding job performance, Brown (1996) argued that employee work behaviors should be categorized as consequences of job involvement, and hypothesized that job involvement affected employees' motivation and effort, which subsequently determined performance. In a training situation, highly job involved trainees anticipate higher performance as a result of doing well in training (Mathieu et al., 1992).

2.1.7 RELATIONSHIP BETWEEN JOB INVOLVEMENT AND TRAINING MOTIVATION

Noe and Schmitt (1986) obtained a significant, positive correlation between trainees' job involvement and pre-training motivation. In other words, trainees with a high level of job involvement are more likely to be motivated to learn new skills (Cheng & Ho, 2001). Other researcher, Facteau et al. (1995), also found that the variation in training motivation is significantly explained by individuals' job involvement.

In a training situation, highly job involved trainees anticipate higher performance as a result of doing well in training (Mathieu & Martineau, 1992). Therefore, trainee's motivation to improve job-related skills may be affected by the extent to which they are

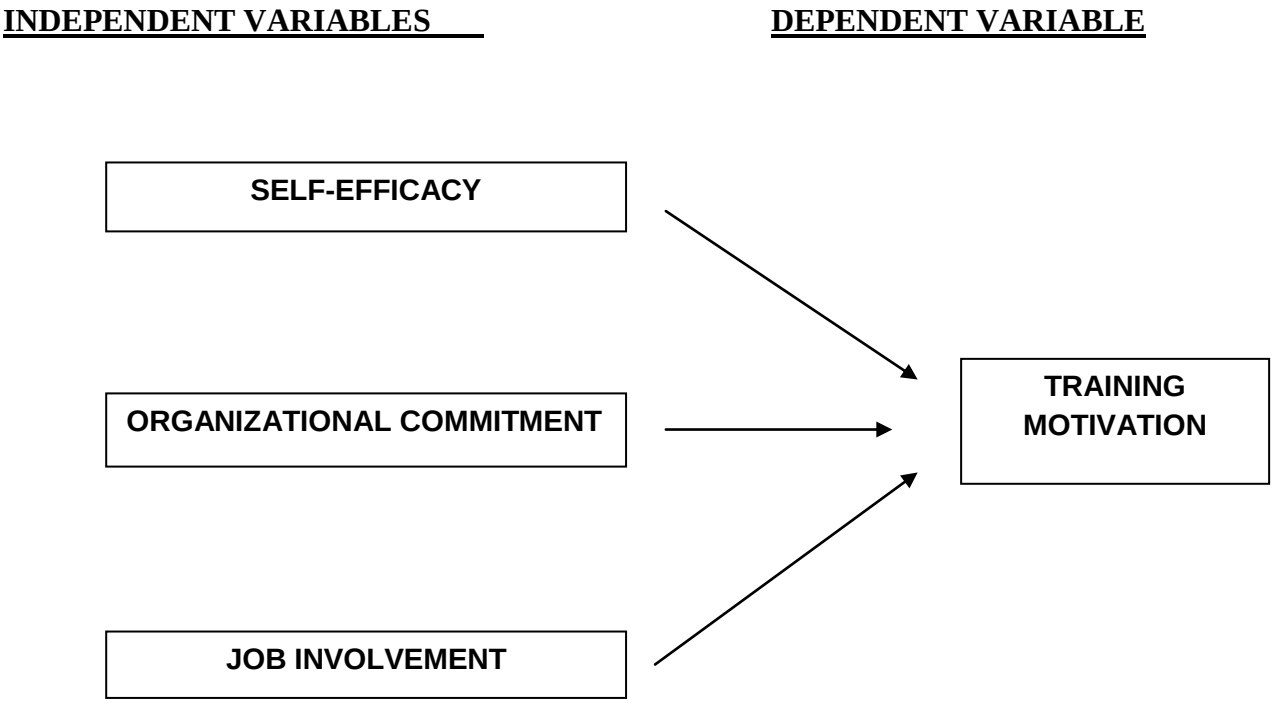
involved in their jobs (Noe, 1986). It shows that trainees with a high level of job involvement are more likely to be motivated to learn new skills.

Therefore referring to the studies conducted by Noe and Schmitt (1986), they found that highly job involved trainees are motivated to learn and transfer the skills to the job. Clark (1995) found that the variation in training motivation is significantly explained by the individual's job involvement. Clark (1990) also found that individual's job involvement significantly predicted training motivation even after the perceived utility of a program had been considered.

2.2 THEORETICAL FRAMEWORK

Based on the literature review and research problem, the following research framework has been developed. This model focuses on the self – efficacy, job involvement and organizational commitment as independent variables that influence dependent variable which is training motivation. Figure 2.1 exhibits the proposed model, which comprise self-efficacy (Tai, 2006), organizational commitment (Barrick and Mount, 1991), and job involvement (Noe & Schmitt, 1986) have a relationship with training motivation

Figure 2.1: Training Motivation Model



The three factors that contribute to the training motivation are self-efficacy, organizational commitment and job involvement. They have been classified as independent variables while training motivation as dependent variable.

2.3 CONCLUSION

This chapter has presents a review of literatures that focus on the degree of influence of self-efficacy, job involvement and organizational commitment on training motivation. The following chapter describes in the details the procedures and methodology that were used for data collection and analysis in this study.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

This chapter reveals the methods used to study the relationships between the independent variables and dependent variables. This chapter outlines the research design, the sources data, and unit of analysis, the population frame, the sample and sampling technique, the measurement, the collection and administration of data and finally the technique of analyzing data

3.1 RESEARCH DESIGN

Research design offers critical choice points to carry out the research. It outlines the details or the necessary procedures in carrying out the research.

3.1.1 Type of Study

This is a survey study using questionnaires to examine the relationships between self-efficacy, job involvement and organizational commitment and training motivation. This is also a quantitative study that uses various statistical tests and Statistical Package for Social Science (SPSS) version 19.0 to interpret the results of data.

Quantitative data is most often collected in the form of a questionnaire or survey. The research process typically involves the development of questions as well as scales that are used to measure feelings, satisfaction and other important factors on a numerical level. In this study, there are four variables that have been identified. Researcher has chosen training motivation as a dependent variable, while independent variables include self-efficacy, organizational commitment and job involvement. These variables have been studied by several researchers for instance Tai (2004), Judge and Bonom (2001), Carlson (2000) and Mathieu (1997).

3.1.2 Sources of Data

The primary data pertaining to the training motivation preferences collected through a set of questionnaires. Secondary data for this study gathered and analyzed from the relevant books, literature reviews and researchers to verify the research objective.

3.1.3 Unit of Analysis

This study focuses on how independent variables (self-efficacy, job involvement and organizational commitment) related to training motivation. Therefore, the unit of analysis will be at individual level in which the population will target on the Exempt level employees in the organization which are approximately 120 employees in KPTM Kuantan.

3.2 RESEARCH INSTRUMENT

The instrument for the study is questionnaire which is intended to identify variable of self-efficacy, job involvement and organizational commitment influence training motivation in KPTM Kuantan. The questionnaire will be adapted and modified to suit the context of employees at KPTM Kuantan as illustrated in the table 3.1 below.

Table 3.1: Measurement Items

Variable	Items	Scale	Sources
Sel-Efficacy	10	Five-point likert scale	Scholz, Don, Sud, Schwarze (2002)
Job Involvement	6	Five-point likert scale	Cheng & Ho (2001)
Organizational Commitment	10	Five-point likert scale	Porter, Steers, Mowday, & Boulian (1974)
Training Motivation	9	Five-point likert scale	Nijman et al. (2006)

Measurement of each variables require researcher use five point likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Five point likert scale is designed to examine how strongly respondents agree or disagree with the questionnaires. There are five section in the questionnaires will be measured using likert scale except in section F which contains demographic and be measured using nominal scale.

Nominal scale allows the researcher to assign respondents to certain category or groups. Nominal scale frequently used to obtain personal data such as gender, department that respondents work for and others.

The questionnaire consists of 5 sections in Table 3.2. Section A, B, C and D sought to measure items that are related to self-efficacy, job involvement, organizational commitment and training motivation. Section E consists of the questions to gather the information about the profile of the respondent. Detailed questionnaire is attached in Appendix: Figure 1.

Table 3.2: Layout of the questionnaires

Section	Variables	Number of items
A	Self-efficacy	10
B	Job involvement	6
C	Organizational commitment	10
D	Training motivation	9
E	Respondent background: • Age • Gender • Race • Length of service • Educational background • Marital status	6

3.3 DATA COLLECTION AND ADMINISTRATION

In this study, data collected using a structured questionnaire which consist of 41 items in total involving all population. According to Sekaran (2003, p.421), population is the entire group of people, events or things that the researcher desire to investigate. Thornhill (2000)

have described population as a full set of cases from which samples are taken. In this research study, population comprises academic and support staff of Kolej Poly-Tech MARA (KPTM)

The hardcopy of questionnaires were distributed to 120 employees at KPTM Kuantan in a hard copy. Each respondent answered a set of questionnaire in English language. The respondents were given two weeks to answer and return the questionnaire back by hand. According to Sekaran (2003, p. 294) sample for population of 120 employees require 92 respondent. Fortunately researcher managed to get 95 complete questionnaires answered by respondents.

3.4 DATA ANALYSIS TECHNIQUE

Upon collecting the data from the questionnaires, all the information has been coded to enable analysis using Statistical Package for the Social Science (SPSS). Thereafter, a few procedures such as data validation will be carried out for accuracy.

Analysis of data begins with reliability test for the scales through Cronbach's Alpha. The Cronbach Alpha testing was used as it is the most well accepted reliability test tool applied by social researcher (Sekaran, 2005). In Cronbach's Alpha reliability analysis, the closer Cronbach;s Alpha to 1.0, the higher the internal consistency reliability. (Cronbach's Alpha;Cronbach, 1946). Cronbach measure;

Cronbach's alpha	$\alpha \geq .9$	$.9 > \alpha \geq .8$	$.8 > \alpha \geq .7$	$7 > \alpha \geq .6$	$.6 > \alpha \geq .5$	$.5 > \alpha$
internal consistency	Excellent	Good	Acceptable	Questionable	Poor	Unacceptable

In order to determine whether there is significant relationship between the independent variables and dependent variable, Pearson Correlation Coefficient analysis were carried out. According to Davies (1971) stated that the relationship between the independent variables and dependent variable as followed:

0.7 and above	0.50 to 0.69	0.30 to 0.49	0.10 to 0.29	0.01 to 0.09
Very strong relationship	Strong relationship	Moderate relationship	Low relationship	Very low relationship

Finally, independent-sample t-test was conducted to examine whether there is a statistically significance between independent variable (self-efficacy, job involvement and organizational commitment) with training motivation

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1INTRODUCTION

This chapter presents the results of data based on the data obtained from respondents. The main purpose of this study is to examine the relationship between independent variable of self-efficacy, job involvement and organizational commitment and dependent variable of training motivation, as well as how the independent factors will influence motivation among the employees on training programs. It aims to achieve the research objectives and answers the research questions highlighted in chapter one.

Pearson Correlation is used to determine the existence of any relationship between the independent variable, for instance, self-efficacy, job involvement and organizational commitment and dependent variable, which is, training motivation. Besides that, Regression analysis was conducted to examine which factors that were believed showing most significant relationship towards training motivation. In addition, the reliability test was also been made to the instruments used using Cronbach Alpha and descriptive analysis was conducted to describe the profile of respondents. Overal, this chapter was divided into eight parts which includes; overview of data collection, profile of respondents, goodness of measure, descriptive analysis, major findings and summary of findings.

4.2 OVERVIEW OF DATA COLLECTION

120 questionnaires were distributed were distributed to respondents in KPTM Kuantan. 95 sets of questionnaire or 79% were returned by respondents. All the returned questionnaires were fully answered by respondents. There were no-unusable questionnaire nor were any questionnaires being discarded.

Distribution of questionnaire start from Business and Accounting department and followed by Mathematic, Engineering, General Studies, Corporate Unit and Industrial Relation. There are some offices that available to distribute questionnaires such as Jabatan Bendahari, Jabatan Perpustakaan, Jabatan Hal Ehwal Pelajar and Pusat Teknologi Maklumat& komunikasi Time constraint is the main barrier faced by the researcher to distribute the questionnaires.

Table 4.1: Survey Response

	Total	**%**
Questionnaires distributed	120	100
Collected questionnaires	95	79
Usable questionnaires	95	100
Uncollected questionnaires	25	21

4.3 PROFILE OF RESPONDENTS

The details of respondents' profile are shown in table 4.2 below.

Profile	Category	Frequency	%
Gender	Male	27	28.4
	Female	68	71.6
Educational Background	Diploma	34	35.8
	Degree	44	46.3
	Master	17	17.9
Length of Service	1-2	22	23.2
	3-4	31	32.6
	5-9	14	14.7
	10-14	10	10.5
	15 years and above	18	18.9
Marital Status	Single	28	29.5
	Married	66	69.5

4.3.1 GENDER

According to table 4.2, the highest respondent are female represented by 68 employees or 71.6% while male represented by 27 employees or 28.4%. Population at KPTM Kuantan comprise of Malay employees

4.3.2 EDUCATIONAL BACKGROUND

In this study, respondents are consisted of diploma, degree and master holder. Referring to the table 4.2, respondents from master holder are 17 employees or 17.9%, respondents from degree represent 44 employees or 46.3%, and lastly master holders are 34 or 35.8%

4.3.3 LENGTH OF SERVICE

Employees at KPTM Kuantan serve this company in a different period of service. There are five rangeof service period from 1-2 years represent 22 employees or 23.2%, 3-4 years represent 31 employees or 32.6%, 5-9 years represent 14 employees or 14.7%, 10-14 years represent 10 employees or 10.5% and 15 years and above represent 18 employees or 18.9%

4.3.4 MARITAL STATUS

Most of the populations at KPTM Kuantan are married. Based on the statistic data shown 67 out of 92 or 68.6% respondents are married while the rest 28 employees or 30.4% are single.

4.4 GOODNESS OF MEASURE

4.4.1 REALIBILITY OF MEASURES: CRONBACH'S ALPHA

Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric for a sample of examinees. The study uses Crobach Alpha to test the reliability of the instrument used. The Cronbach Alpha values of each variable are illustrated in Table 4.3.

Table 4.3: Cronbach's Alpha

Variables	No.of Items	Items Droped	Cronbach's Alpha
Self-efficacy	10	-	.759
Job involvement	6	-	.751
Organizational commitment	10	-	.651
Training Motivation	9	1	.839

According to Sekara (2003), the closer the reliability coefficient gets to 1.0, the better it is, and those values over 0.80 are considered as good. Those value in the 0.70 is considered as acceptable and those reliability value less than 0.60 is considered to be poor (Sekaran, 2003). As shown in table 4.3, alpha value for all the independent variables are above 0.60 and 3 out of 4 of them are in the 0.7 which is considered as acceptable for all. According to the table 4.3, there was a problem with training motivation variable where the value of cronbach alpha .264 that can be considered as poor. Item-total statistic show that in order to increase the value of cronbach alpha on training motivation variable, question number 3

has to be deleted. If item 3 is deleted it shows the value of training motivation increase to .839.

4.5 MAJOR FINDINGS

The result of Pearson Correlation Analysis and Linear Regression are presented in following section.

4.5.1 Pearson Correlation Coefficient

Correlation test is conducted to determine the relationship between training motivation as dependent variables and self-efficacy, job involvement and organizational commitment as Independent Variables. In addition, Pearson correlation matrix indicate the direction, strength and significance of the bivarate relationships of all the variables in the study (Sekaran, 2003). Conducting this analysis, enable researcher to know how one variable is related to another, direction and significance of the bivarate relationship of the variables used in the study.

The result of correlation could be a perfect positive correlation between two variables, which was represented by 1.0 (plus 1), or perfect negative correlation which would -1.0 (minus 1). Correlation value could range between -1.0 and +1.0, and analysis should be done if any correlation between two variables is significant or not. Davis (1971) scale model explained the relationship between the independent variable and dependent variable as followed:

- 0.70 and above – very strong relationship,
- 0.50 to 0.69 – strong relationship,
- 0.30 to 0.49 – moderate relationship,
- 0.10 to 0.29 – low relationship and
- 0.01 to 0.09 – very low relationship

Analysis result of correlation matrix between dependent variable and independent variables are exhibited in the following. This finding was compared in the first research question of this study.

Table 4.4: inter Correlation of the Major Variables

	1	2	3	4
1. SELF-EFFICACY	-			
2. JOB INVOLVEMENT `	.393**			
3. ORGANIZATIONAL COMMITMENT	.419**	.532**		
4. TRAINING MOTIVATION	.357**	.197	.279**	-

**. Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Research Question 1: Does self-efficacy affect the training motivation among KPTM staff?

The relationship between employee's self-efficacy was tested against training motivation. The result which is exhibited in table 4.5, indicates that there is significant relationship between the two variables ($r=.357$, $p<0.05$). The relationship is significant at the p level of 0.05. This result suggested that the higher self-efficacy among the staff, the greater

training motivation would be. The relationship between the variables was significant but the correlation is moderate.

According to the previous study, there is relationship between self efficacy and training motivation. Individuals with substantial self-efficacy will have more training motivation to attend a training program and to learn more (Tai, 2006). Empirical studies have shown a positive relationship between self-efficacy and training motivation (Colquitt, 2000). The other studies conducted by Tracey (2001), self-efficacy was shown to be positively associated with training motivation. The training model by Judge and Bono (2001) indicated that self-efficacy positively influences motivation to learn

Research question 2: Does organizational commitment influence the training motivation of KPTM staff?

The relationship between employee's job involvements was tested against training motivation. The result which is presented in table 4.5, it indicates that there is significant relationship between the two variables ($r=.197$, $p<0.05$). The relationship is significant at the p level of 0.05. This result shows that the greater job involvement among the staff the greater training motivation would be. The relationships between the variables were significant but the correlation is low.

Previous study has shown positive relationship between organizational commitment and training motivation. Organizational commitment is positively related to training motivation (Barrick and Mount, 1991). According to Tannenbaum (1991) highly

committed employees should be more motivated to engage in employer sponsored training programs and to transfer the skill acquired in training back to the job context. Some companies work hard to recruit the best people and yet spend relatively little effort to retain them once hired (Cappelli, 2000).

Research question 3: Does job involvement influence training motivation of KPTM staff?

The relationship between employee's job involvements was tested against training motivation. The result which is exhibited in table 4.5, indicates that there is significant relationship between the two variables ($r=.279$, $p<0.05$). The relationship is significant at the p level of 0.05. This result highlighted greater organizational commitment among the staff the greater training motivation would be. The relationships between the variables were significant but the correlation is low.

Noe and Schmitt (1986) obtained a significant, positive correlation between trainees' job involvement and pre-training motivation. In other words, trainees with a high level of job involvement are more likely to be motivated to learn new skills (Cheng & Ho, 2001). Other researcher, Facteau et al. (1995), also found that the variation in training motivation is significantly explained by individuals' job involvement.

In a training situation, highly job involved trainees anticipate higher performance as a result of doing well in training (Mathieu & Martineau, 1992). Therefore, trainee's

motivation to improve job-related skills may be affected by the extent to which they are involved in their jobs (Noe, 1986). It shows that trainees with a high level of job involvement are more likely to be motivated to learn new skills

The next analysis which involves multiple regressions was carried out for all variables. Table 4.6 evaluates the impact of self-efficacy, job involvement and organizational commitment on training motivation among employees at KPTM Kuantan. The Multiple Regression Analysis (MRA) treated the dimension of dependent variables and independent variables separately. This is a way to recognize whether there is significant impact and relationship between independent variables and dependent variables or not. The model explained the variance or coefficient of determination or the R squared in the effect of control variables relations. Three independent variables that are recognized in this research are training courses, mentoring and career development. The result of multiple regression is in table 4.6.

Variables	**B**	**t**	**Sig.**
Self-Efficacy	.280	2.560	.012
Job Involvement	.000	.000	1.000
Organizational Commitment	.178	1.508	.135
Training Motivation			
R square	.151		
Adjusted R Square	.122		
F	5.316		

According to the table, the R-Square value identifies the portion of the variance accounted for by the independent variable is 15.1% of the variance in the employees training motivation which is accounted for by the self-efficacy, job involvement and organizational commitment. This figure indicates that those three factors explain the influence of employees' motivation by 15.1 %. The results also shows that self-efficacy are significantly correlated to employees' training motivation with coefficient alpha <0.05.

The beta (β) value for self-efficacy (β= .280), job involvement (β= .000), and organizational commitment (β= .178) explained the significance of the three independent variables on training motivation. Among all the three variables, self-efficacy (β= .280) is the strongrst variables, followed by organizational commitment (β= .178) and job involvement (β= .000).

4.6 Conclusion

Regarding on the findings, correlation analysis concludes that all three independent variables are significantly related to employees training motivation. Among all three independent variables, self-efficacy was found to have a significant influence on the training motivation.

CHAPTER 5
DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 INTRODUCTION

This chapter discusses the interpretation of findings from the study and then compared from past research findings that were reviewed in earlier chapter. This chapter will be concluded with discussion and suggestion for future research.

5.2 DISCUSSION OF FINDINGS

The main objective of this study is to examine the links between self-efficacy, job involvement, and organizational (independent variable) commitment on training motivation (dependent variable) with the aim to determine if there is a relationship between these independent and dependent variables. In the following discussion, research objective will be reviewed and compared with previous literature

Objective 1: To examine the relationship between self-efficacy and training motivation.

The positive coefficient value between self-efficacy and training motivation shows that self-efficacy is an important characteristic that affect the employees' motivation on training program. This explains that, if employees possess high level of self confidence, they tend to be motivated on training program. The finding was similar to the study done by Tai (2004) self-efficacy will be a mediator of the relationship between training framing and training motivation. In order to increase self-efficacy, Supervisor plays critical part to influence subordinate on training given. Colquitt et al, (2000) noted that situational variables (e.g. climate, manager support) would enhance trainees' self-efficacy and

training motivation. Pre-training such as briefing session should be conducted as it will reflect the training session as a whole. Quin˜ones (1995) posited that pre-training contextual factors such as framing would enhance trainees' abilities to be trained (e.g. self-efficacy, training motivation). Some empirical studies have also shown that pre-information brings trainees more self-efficacy and training motivation. Hicks and Klimoski (1987) found that trainees' motivation was higher when they attended training programs, armed with realistic information from their superiors

Objective 2: To analyze the influence of level of job involvement and training motivation.

The result of this study indicates the positive and acceptable impact between job involvement and training motivation. This explains that, if employees possess high level of self confidence, they tend to be motivated on training program. Cheng & Ho (2001) stressed that job involvement will be positively related to learning motivation. According to Mathieu et al. (1992), in a training situation, highly job involved trainees anticipate higher performance as a result of doing well in training. Employees with high job involvement will perform better than person with low job involvement.

Objective 3: To determine whether organizational commitment affect training motivation

The result of this study shows the positive and acceptable impact between organizational commitment and training motivation. This explains that, if employees possess high level of self confidence, they tend to be motivated on training program. Employees require clear

instruction to commit any task given to them. Levitt and March (1988) also proposed routines that are organized in clear responsibilities will be more easily retrieved and available to facilitate learning than those where responsibility is blurred.

Objective 4: To study which factor has the greatest impact on training motivation.

The result of this study indicates that self-efficacy is one of the three independent variables that give the most impact to employee's training motivation. The finding was parallel to the study conducted by Tai, (2006) which stressed that training motivation is also impacted by an individual's self-efficacy, in regard to whether one can make judgments concerning the ability to successfully learn knowledge and skills. He also stated that individuals with substantial self-efficacy will have more training motivation to attend a training program and to learn more. Machin and Fogarty (2003) found that pre-training self-efficacy predicted post-training self-efficacy and trainee's level of learning during training

5.3 RECOMMENDATION

5.3.1 Management

These recommendations are stressed on for KPTM management to improve training program and hence to increase the level of employee's motivation on training.

The first recommendation is to conduct training need analysis (TNA) accordingly. TNA is use to identify the different competency level among staff. In particular, training needs

analysis is seen as providing key data for answering where training should be directed in the organization, who should receive training and what the content of such training should be (Holden, 1991). Basically, employees at KPTM will be given several lists of training offered in a particular semester and the employees are free to choose any training listed.

There is a good starts of giving employees a freedom to make a decision in what training they are interested to attend according to the list given by the management. Unfortunately, there is no discussion between superior and employees in order to finalize which training suites them. Some times the employees choose training due to the personal interest and not based on the skill improvement. The issue raised as regards to training motivation is, there is no actions taken from human resource person in charge of sending the employees for training even though the request for it has been made earlier. Hence it demoralizes them to be involved in the training program. Basically, TNA is existed in KPTM Kuantan and management should monitor the implementation of TNA wisely otherwise it will affect the morale of employees.

Besides that, the improvement for better understanding on competency concept for all lecturers and staff should be taken into account. The misinterpretation of 'competency concept' also affects the motivation of employees as a whole. The employees are free to make an application on what training they need base on their field , some of the applications were rejected due to the training is not related with the competency of subject (for academician) or task (for staff). The awareness of what competency is all about is still at par among employees. Lack of training motivation occurs as when they keep applying

the training needed and the result is still the same. Management of KPTM should explain in detail what competency is all about and the relationship with promotion especially for upper position.

Trainees involved in a particular training should be informed about the objective, purpose, and training expectation by holding a briefing session. Baldwin and Magjuka (1991), also showed that trainees who obtained pre-information before attending training programs were more motivated than those who did not

Communication failure becomes a major part influences the motivation among the trainees of KPTM. There is no briefing section held before trainees go for training program. As a result they have no idea what the training is all about and what are they suppose to do and behave in the training program. Briefing is an important part for training because employees will have a clear picture of training.

Last but not least, establish annual training calendar. The highest population of KPTM are those who are married. Conflict occurs when the training program clash with the family interest. This situation normally due to the ad hoc training program held by management and there is no annual training calendar provided. Annual training calendar provides a proper planning towards the employees who can manage their family and job wisely.

KPTM site will be a useful medium for training calendar purpose. This is the way to ease the staff of KPTM to access that information and plan for the training.

5.3.2 Future Research

This study had provided only a small portion of the training motivation in KPTM Kuantan. It would be a beneficial research to consider in order examining whether there is a relationship between self-efficacy, job involvement and organizational commitment toward training motivation in all branches of KPTM SDN BHD.

5.4 CONCLUSION

The four research objectives in this study have been answered whereby the result has shown that self-efficacy, job involvement and organizational commitment are related to training motivation. Among all the three independent variables, self-efficacy was found to have strongest impact on training motivation. Therefore, KPTM Kuantan should channel more time and resources in this area and find the ways to build self-efficacy for each employee as it brings greater impact in enhancing the level of motivation in training. Considering for this finding, KPTM has to encourage participation and involvement in decision making, foster an environment of trust and encourage an environment of openness and innovation

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APPENDIX#1: Survey Questionnaire

QUESTIONNAIRES

TITLE: TRAINING MOTIVATION IN KOLEJ POLY-TECH MARA (KPTM) KUANTAN

Section A: Self-Efficacy

I**NSTRUCTION**: For each statement, please tick **(/)** the box, which best describe how strongly you agree or disagree with each statement.

Strongly Disagree	**Disagree**	**Neither disagree nor agree**	**Agree**	**Strongly agree**
1	**2**	**3**	**4**	**5**

		1	2	3	4	5
1)	I can always manage to solve difficult problems if I try hard enough.	☐	☐	☐	☐	☐
2)	If someone opposes me, I can find the means and ways to get what I want	☐	☐	☐	☐	☐
3)	I am certain that I can accomplish my goals	☐	☐	☐	☐	☐
4)	I am confident that I could deal efficiently with unexpected events.	☐	☐	☐	☐	☐
5)	Thanks to my resourcefulness, I can handle unforeseen situations	☐	☐	☐	☐	☐
6)	I can solve most problems if I invest the necessary effort.	☐	☐	☐	☐	☐
7)	I can remain calm when facing difficulties because I can rely on my coping abilities	☐	☐	☐	☐	☐
8)	When I am confronted with a problem, I can find several solutions.	☐	☐	☐	☐	☐

9) If I am in trouble, I can think of a good solution ☐ ☐ ☐ ☐ ☐

10) I can handle whatever comes my way. ☐ ☐ ☐ ☐ ☐

Section B: JOB INVOLVEMENT

INSTRUCTION: For each statement, please tick **(/)** the box, which best describe how strongly you agree or disagree with each statement.

Strongly Disagree	**Disagree**	**Neither disagree nor agree**	**Agree**	**Strongly agree**
1	**2**	**3**	**4**	**5**

1 2 3 4 5

1) I am very much involved personally in my job ☐ ☐ ☐ ☐ ☐

2) Successful training program will help me produce higher quality of work ☐ ☐ ☐ ☐ ☐

3) I will voluntarily work overtime, attend meetings, or participate in training activities ☐ ☐ ☐ ☐ ☐

4) My greatest pleasure in life is comes from work ☐ ☐ ☐ ☐ ☐

5) My main satisfaction in life comes from my work ☐ ☐ ☐ ☐ ☐

6) How much do you agree or disagree that the most important things that happen to you involve your job? ☐ ☐ ☐ ☐ ☐

Section C: ORGANIZATIONAL COMMITMENT

INSTRUCTION: For each statement, please tick **(/)** the box, which best describe how strongly you agree or disagree with each statement.

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	**2**	**3**	**4**	**5**

	1	2	3	4	5
1) I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful	☐	☐	☐	☐	☐
2) I would accept almost any type of job assignment in order to keep working for this organization.	☐	☐	☐	☐	☐
3) I find that my values and the organization's values are very similar	☐	☐	☐	☐	☐
4) I am proud to tell others I am part of this organization.	☐	☐	☐	☐	☐
5) I could just as well be working for a different organization as long as the type of work was similar.	☐	☐	☐	☐	☐
6) It would take very little change in my present circumstances to cause me to leave this organization	☐	☐	☐	☐	☐
7) I am extremely glad that I chose this organization to work for over others I was considering at the time I joined	☐	☐	☐	☐	☐
8) There's not much to be gained by sticking with this organization Indefinitely	☐	☐	☐	☐	☐
9) Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.	☐	☐	☐	☐	☐

10) I really care about the fate of this organization ☐ ☐ ☐ ☐ ☐

Section D: TRAINING MOTIVATION

INSTRUCTION: For each statement, please tick **(/)** the box, which best describe how strongly you agree or disagree with each statement.

Strongly Disagree	**Disagree**	**Neither disagree nor agree**	**Agree**	**Strongly agree**
1	**2**	**3**	**4**	**5**

		1	2	3	4	5
1)	I am willing to exert considerable effort in the training program in order to improve my skill	☐	☐	☐	☐	☐
2)	I believe I tend to learn more from training program than most people	☐	☐	☐	☐	☐
3)	I am willing to invest effort to improve skills and competencies related to my job	☐	☐	☐	☐	☐
4)	I tried to learn as much as I could from the training program	☐	☐	☐	☐	☐
5)	I was strongly motivated to take part in training	☐	☐	☐	☐	☐
6)	It is important for me to do better than other employees	☐	☐	☐	☐	☐
7)	I worry that I may not learn all that I possibly could in this Course	☐	☐	☐	☐	☐
8)	I want to learn as much as possible from this course	☐	☐	☐	☐	☐
9)	My goal in this course is to avoid performing poorly	☐	☐	☐	☐	☐

Section F: Demographic

INSTRUCTION: please tick (/) at the relevant choices.

1. Age

- ☐ 16 - 24
- ☐ 25 - 40
- ☐ 41 - 55
- ☐ 56 – 70

2. Gender

- ☐ Male
- ☐ Female

3. Race

- ☐ Chinese
- ☐ Malay
- ☐ Indian
- ☐ Others

4. Length of service

- ☐ 1 – 2 years
- ☐ 3 - 4 years
- ☐ 5 – 9 years
- ☐ 10 – 14 years
- ☐ 15 years and above

5. Educational background

- ☐ Diploma
- ☐ Degree
- ☐ Master
- ☐ PHD

6. Marital status

- ☐ Single
- ☐ Maried

Thank you for your co-operation

APPENDIX#2: DATA ANALYSIS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-24	17	17.9	17.9	17.9
	25-40	55	57.9	57.9	75.8
	41-55	22	23.2	23.2	98.9
	56-70	1	1.1	1.1	100.0
	Total	95	100.0	100.0	

E_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	27	28.4	28.4	28.4
	FEMALE	68	71.6	71.6	100.0
	Total	95	100.0	100.0	

E_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALAY	95	100.0	100.0	100.0

E_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	22	23.2	23.2	23.2
	3-4	31	32.6	32.6	55.8
	5-9	14	14.7	14.7	70.5
	10-14	10	10.5	10.5	81.1
	15 YEARS AND ABOVE	18	18.9	18.9	100.0
	Total	95	100.0	100.0	

E_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DIPLOMA	34	35.8	35.8	35.8
	DEGREE	44	46.3	46.3	82.1
	MASTER	17	17.9	17.9	100.0
	Total	95	100.0	100.0	

E_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	28	29.5	29.5	29.5
	MARIED	66	69.5	69.5	98.9
	5.00	1	1.1	1.1	100.0
	Total	95	100.0	100.0	

Reliability

Notes		
Output Created		16-Feb-2006 04:06:33
Comments		
Input	Data	C:\Documents and Settings\user\Desktop\RESEARCH PROPOSAL\TRAINING M.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	92
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=A_1 A_2 A_3 A_4 A_5 A_6 A_7 A_8 A_9 A_10 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=TOTAL VARIANCE COV.
Resources	Processor Time	00 00:00:00.000
	Elapsed Time	00 00:00:00.156

[DataSet1] C:\Documents and Settings\user\Desktop\RESEARCH PROPOSAL\TRAINING M.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	92	100.0
	Excluded[a]	0	.0
	Total	92	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.760	10

Item Statistics

	Mean	Std. Deviation	N
SELF EFFICACY	4.2826	.54118	92
A_2	3.7609	.63539	92
A_3	4.0761	.49688	92
A_4	3.8261	.56663	92
A_5	3.8478	.55341	92
A_6	4.1522	.53318	92
A_7	3.8043	.78781	92
A_8	3.8587	.60368	92
A_9	3.8152	.55330	92
A_10	3.7609	.68532	92

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.362	.247	.621	.374	2.514	.012	10
Inter-Item Covariances	.087	-.011	.282	.294	-24.625	.004	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SELF EFFICACY	34.9022	9.979	.351	.331	.750
A_2	35.4239	10.005	.264	.167	.764
A_3	35.1087	10.054	.371	.279	.748
A_4	35.3587	9.309	.532	.391	.727
A_5	35.3370	9.698	.425	.480	.741
A_6	35.0326	9.878	.390	.284	.746
A_7	35.3804	8.172	.595	.544	.713
A_8	35.3261	9.299	.491	.393	.732
A_9	35.3696	9.796	.395	.237	.745
A_10	35.4239	9.192	.435	.582	.740

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
39.1848	11.471	3.38688	10

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	92	100.0
	Excluded[a]	0	.0
	Total	92	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.742	.743	6

Item Statistics

	Mean	Std. Deviation	N
B_1	4.0652	.82281	92
B_2	4.2935	.63830	92
B_3	3.8043	.85471	92
B_4	3.7500	.72058	92
B_5	3.7935	.71925	92
B_6	3.7826	.70829	92

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.559	.407	.731	.323	1.793	.015	6
Inter-Item Covariances	.181	.010	.387	.378	40.538	.009	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
B_1	19.4239	6.467	.391	.204	.733
B_2	19.1957	7.324	.304	.191	.747
B_3	19.6848	5.954	.502	.319	.699
B_4	19.7391	5.843	.694	.682	.644
B_5	19.6957	6.258	.557	.568	.684
B_6	19.7065	6.627	.453	.360	.712

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.4891	8.780	2.96312	6

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	91	98.9
	Excluded[a]	1	1.1
	Total	92	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.620	.654	9

Item Statistics

	Mean	Std. Deviation	N
C_1	4.0989	.65073	91
C_2	3.8681	.70252	91
C_3	3.6154	.61045	91
C_4	4.1978	.63630	91
C_5	3.7363	.72778	91
C_6	3.4725	.92305	91
C_7	4.0330	.72189	91
C_8	3.2418	.92305	91
C_9	3.2857	.92238	91

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.589	.373	.852	.479	2.286	.042	9
Inter-Item Covariances	.090	-.129	.315	.443	-2.449	.014	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
C_1	29.4505	9.961	.346	.452	.583
C_2	29.6813	9.508	.416	.410	.565
C_3	29.9341	9.707	.454	.396	.563
C_4	29.3516	10.453	.230	.339	.608
C_5	29.8132	8.842	.562	.420	.526
C_6	30.0769	8.894	.374	.409	.571
C_7	29.5165	9.764	.337	.365	.583
C_8	30.3077	9.815	.197	.280	.625
C_9	30.2637	10.996	-.007	.249	.680

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.5495	11.806	3.43597	9

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	92	100.0
	Excluded[a]	0	.0
	Total	92	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.257	.806	9

Item Statistics

	Mean	Std. Deviation	N
D_1	4.3043	.60654	92
D_2	3.8478	.66191	92
D_3	4.7826	5.21794	92
D_4	4.3043	.56915	92
D_5	4.1087	.60140	92
D_6	4.0978	.66398	92
D_7	3.8696	.64989	92
D_8	4.2826	.58038	92
D_9	4.3043	.60654	92

Summary Item Statistics

	Mean	Minimum	Maximum	Maximum / Minimum	N of Items
Item Variances	3.365	.324	27.227	84.050	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
D_1	33.5978	35.254	.504	.581	.173
D_2	34.0543	35.151	.467	.392	.172
D_3	33.1196	11.557	.013	.399	.840
D_4	33.5978	36.573	.342	.594	.207
D_5	33.7935	36.144	.380	.561	.197
D_6	33.8043	37.478	.164	.347	.233
D_7	34.0326	38.340	.061	.161	.253
D_8	33.6196	39.073	-.022	.610	.267
D_9	33.5978	35.496	.469	.524	.180

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
37.9022	39.254	6.26531	9

Regression

Notes		
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Comments		
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	92
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Correlation coefficients for each pair of variables are based on all the cases with valid data for that pair. Regression statistics are based on these correlations.

Syntax		REGRESSION /DESCRIPTIVES MEAN STDDEV CORR SIG N /MISSING PAIRWISE /STATISTICS COEFF OUTS R ANOVA COLLIN TOL CHANGE ZPP /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT T.M /METHOD=ENTER S.E J.I O.C /SCATTERPLOT=(*ZRESID ,*ZPRED) /RESIDUALS NORMPROB(ZRESID) /CASEWISE PLOT(ZRESID) OUTLIERS(3) /SAVE MAHAL COOK.
Resources	Processor Time	00 00:00:03.422
	Elapsed Time	00 00:00:10.875
	Memory Required	2876 bytes
	Additional Memory Required for Residual Plots	552 bytes
Variables Created or Modified	MAH_1	Mahalanobis Distance
	COO_1	Cook's Distance

[DataSet1] C:\Documents and Settings\user\Desktop\RESEARCH PROPOSAL\TRAINING M.sav

Descriptive Statistics

	Mean	Std. Deviation	N
T.M	37.9022	6.26531	92
S.E	39.1848	3.38688	92
J.I	23.4891	2.96312	92
O.C	37.4176	3.74779	91

Correlations

		T.M	S.E	J.I	O.C
Pearson Correlation	T.M	1.000	.357	.197	.279
	S.E	.357	1.000	.393	.419
	J.I	.197	.393	1.000	.532
	O.C	.279	.419	.532	1.000
Sig. (1-tailed)	T.M	.	.000	.030	.004
	S.E	.000	.	.000	.000
	J.I	.030	.000	.	.000
	O.C	.004	.000	.000	.
N	T.M	92	92	92	91
	S.E	92	92	92	91
	J.I	92	92	92	91
	O.C	91	91	91	91

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	O.C, S.E, J.I[a]	.	Enter

a. All requested variables entered.
b. Dependent Variable: T.M

Model Summary[b]

				Change Statistics		
Model	R	R Square	Adjusted R Square	R Square Change	F Change	Sig. F Change
1	.384[a]	.148	.118	.148	5.027	.003

a. Predictors: (Constant), O.C, S.E, J.I
b. Dependent Variable: T.M

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	521.968	3	173.989	5.027	.003[a]
	Residual	3010.897	87	34.608		
	Total	3532.866	90			

a. Predictors: (Constant), O.C, S.E, J.I
b. Dependent Variable: T.M

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.990	8.051		.868	.388
S.E	.540	.207	.292	2.612	.011
J.I	-.003	.253	-.002	-.013	.990
O.C	.263	.203	.157	1.295	.199

a. Dependent Variable: T.M

Collinearity Diagnostics[a]

Model	Dimension	Variance Proportions			
		(Constant)	S.E	J.I	O.C
1	1	.00	.00	.00	.00
	2	.14	.09	.78	.00
	3	.04	.17	.19	.97
	4	.82	.74	.02	.03

a. Dependent Variable: T.M

Casewise Diagnostics[a]

Case Number	Std. Residual	T.M	Predicted Value	Residual
60	7.541	85.00	40.6391	44.36087

a. Dependent Variable: T.M

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	32.3733	45.7161	37.8972	2.41708	91
Std. Predicted Value	-2.296	3.245	-.002	1.004	91
Standard Error of Predicted Value	.701	2.380	1.187	.337	91
Adjusted Predicted Value	32.6702	46.1294	37.8931	2.44296	91
Residual	-7.33425	44.36087	.02587	5.81079	91
Std. Residual	-1.247	7.541	.004	.988	91
Stud. Residual	-1.276	7.648	.005	1.006	91
Deleted Residual	-7.67866	45.63479	.02998	6.03135	91
Stud. Deleted Residual	-1.280	13.285	.067	1.523	91
Mahal. Distance	.288	13.740	2.969	2.385	91
Cook's Distance	.000	.420	.010	.045	91
Centered Leverage Value	.003	.153	.033	.027	91

a. Dependent Variable: T.M